

A Call for Young Men As Teachers

in

The Public Schools of Colorado



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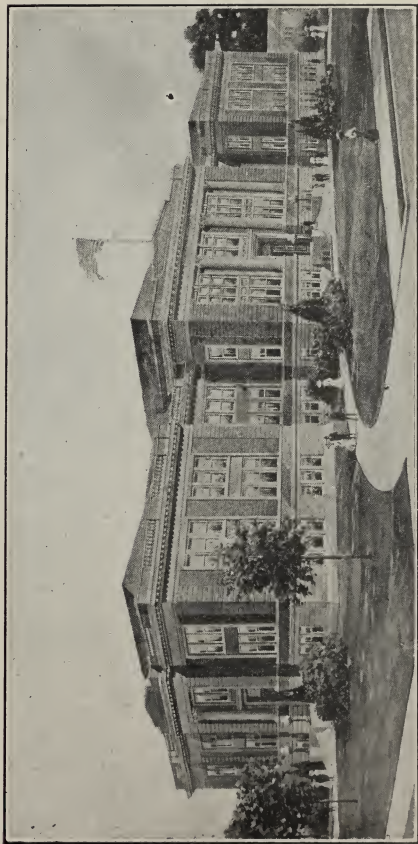
The State Normal School of Colorado

Bulletin Series X. No. 12

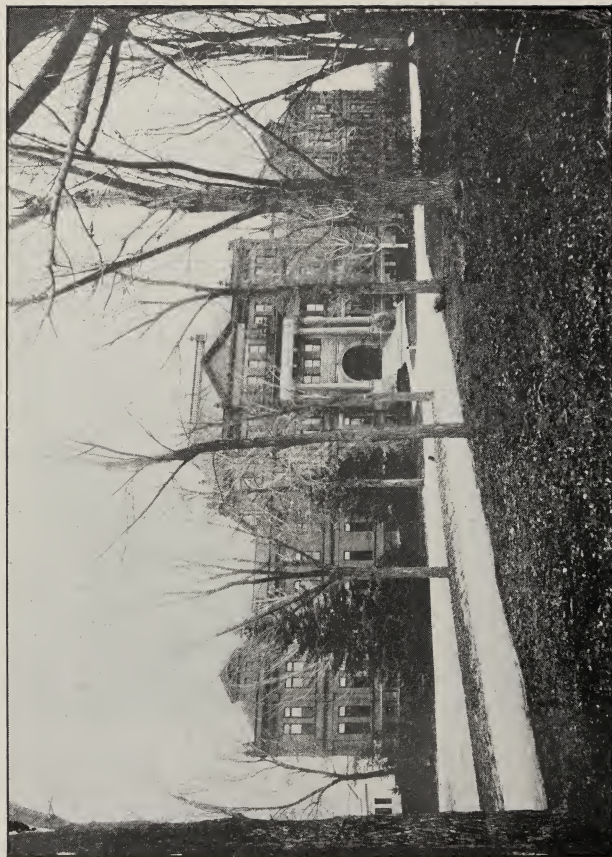
MAY, 1911

*Published Quarterly by the Trustees of the State
Normal School of Colorado, Greeley, Colorado.*

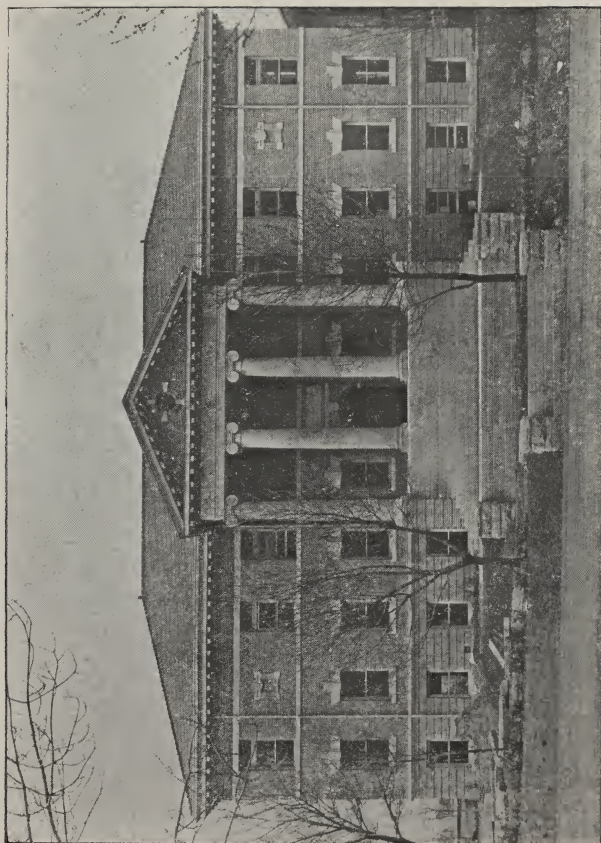
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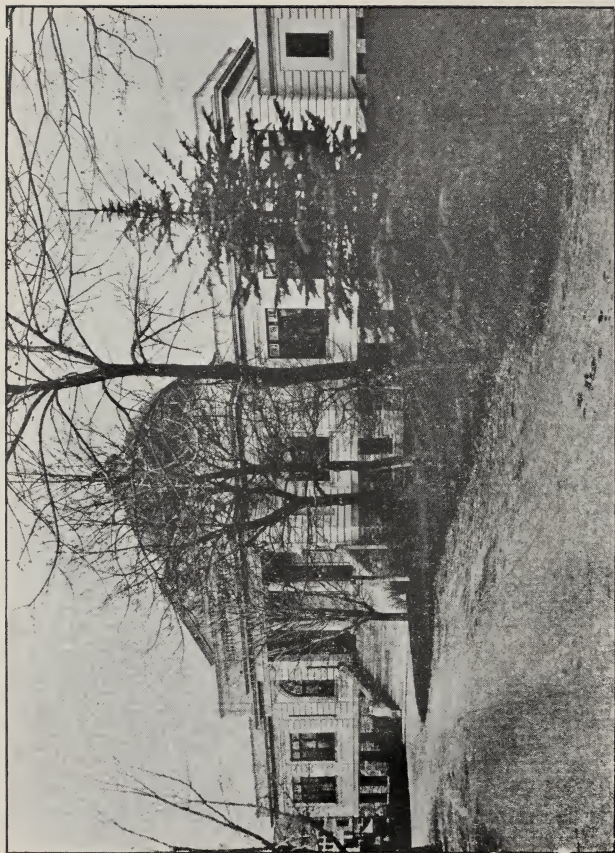
Training School Building



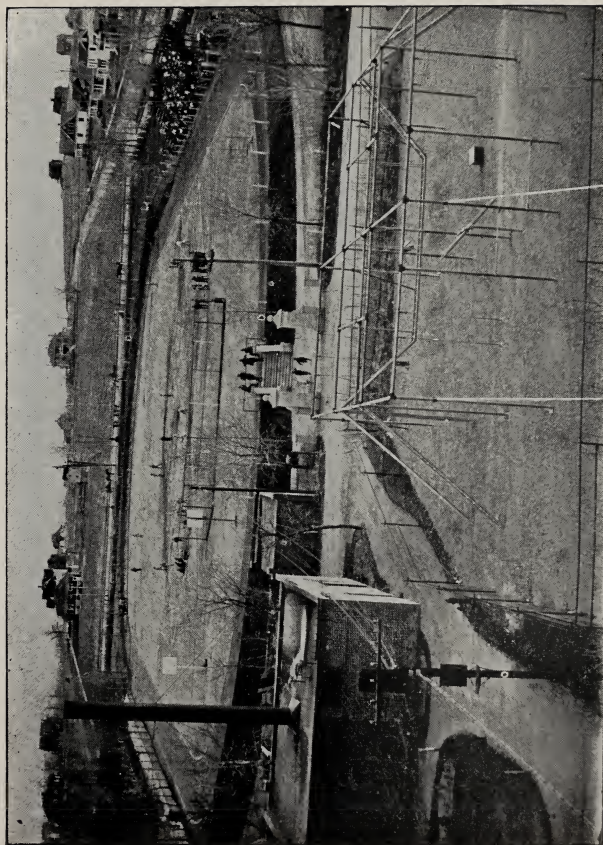
The Administration Building



Industrial Arts Building



The Library Building



The Athletic Field



Young Men of the Normal School



College Students



The Base Ball Squad

A Call for Young Men
as Teachers

in

The Public Schools of Colorado

THE
State Normal School
OF COLORADO
Greeley, Colorado

1911

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PUBLISHT BY
TRUSTEES OF STATE NORMAL SCHOOL

The Call for Young Men

D. D. HUGH

Dean of the Training Department

The publication of this bulletin has been prompted by the growing conviction that the young men of the State do not sufficiently recognize the importance of the opportunities open to them for employment in educational work. For several years there has been an increasing demand for well-trained young men as superintendents, principals, high school and grammar grade teachers, directors of physical education and playground work, supervisors and teachers of art and manual training, and teachers of agriculture in rural and village schools. As yet the young men who are graduates from our high schools and especially the young men who are teaching in our smaller rural districts do not appear to be aware of the welth of opportunity afforded them in this work.

The opinion of the educators of this State may be gathered from the letters that follow. These were received in response to requests for information upon this question which were recently sent out by this Institution to a number of our graduates and other persons who are holding prominent positions in educational work. To these were afterwards added state-

ments from some young men in this year's graduating class. The practically unanimous sentiment of these persons is that there is a great and growing need of young men in our public schools. Only one gentleman, who apparently did not wish his letter published, wrote a frank reply questioning the wisdom of encouraging young men to become teachers.

In harmony with the opinions of the great majority of the writers is the fact that the State Normal School is annually receiving many more requests for young men to fill responsible positions than it can possibly fill. These requests are growing more numerous each year. That this demand for young men is bound to increase there can be no reasonable doubt. People are getting a larger vision of the work of the public school. It is no longer regarded as an institution for giving merely the rudiments of a literary education—for teaching the A, B, C's—or for imparting bookish education of any sort. It is rather coming more and more to be looked upon as a place for fitting young people for all kinds of positions in life. It includes the laboratory, the work shop, the playground, and the school garden, as well as the recitation room, and for the direction of many of its activities young men are imperatively needed.

Its function, moreover, is not merely to help young people to earn a livelihood but to inculcate high ideals of citizenship. To train young men and women to be leaders in the larger social work of the twentieth century, to lead them to realize that they are to have a place in shaping the civilization of their age, in moulding their characters and in inspiring them to higher ideals of civic usefulness the influence

of men as well as of women teachers is necessary.

With the larger demand for young men as teachers, the remuneration is increasing and becoming more proportionate to the service rendered. It is not claimed, of course, that the pecuniary rewards of the teacher are princely, but they probably do not compare so unfavorably as it is sometimes supposed with the average remuneration received in the other professions. In some of these a few persons make a brilliant success, but the majority cannot expect to make more than a livelihood, and not a few are doomed to failure. For the young man with natural aptitude, adequate training for the work, and devotion to his calling there is nothing to prevent the attainment of competence in teaching as in the other professions. There is now a clearer recognition that our schools cannot properly accomplish their work without the influence of men as well as of women, as teachers. Men will have consequently to be paid sufficient salaries to attract them to the work.

But the rewards of such work can never be measured in terms of dollars and cents alone. The profession of teaching will always make its strongest appeal to those to whom the contact of youthful minds is congenial and who appreciate the opportunity of spending their time and energy in a calling which enables them to make their lives count for the most possible in helping young people to attain a richer individual experience and a place of larger usefulness among their fellow men.

To the young man who is planning his future and is not yet certain about his life work this bulletin is worthy of careful consideration. It will suggest a

field of usefulness which you have possibly overlooked or the importance of which you may not have recognized. Take time to read carefully the opinions of men who have entered or are about to enter upon the work. Consider your qualifications and aptitudes for the calling and whether or not you may not make the most of your life by devoting it to teaching. If you feel at all interested, write to the Colorado State Normal School for information upon the subject. We believe that there are abundant opportunities for your services in the field of education, and we shall be glad to do anything in our power to aid you in realizing your aspirations in this direction.

WHAT SOME OF OUR SUPERINTENDENTS HAVE
TO SAY ABOUT THE OPPORTUNITIES
IN TEACHING FOR YOUNG
MEN.

Opportunities for young men as grade and department teachers are generally not good on account of the small salaries paid; for principals, superintendents, manual training supervisors, playground directors, etc., opportunities are good and steadily improving.

Boards of education are becoming convinced that in order to get good men for these positions it is necessary to pay good salaries. The outlook for young men in these places is better than it was five years ago, still better than it was ten or fifteen years ago.

The great number of men leaving the teaching profession renders better salaries for men imperative. It is my firm belief that within ten years the salaries for men in these positions will be excellent, though not so high as the income from law, medicine and commercial occupations.

J. HENRY ALLEN,
Superintendent of Schools, Grand Junction.

That there is a growing demand for young men in the educational field, there can be no doubt. Many localities are coming to see the advantage to the boy of having a young man as instructor for a part of his young manhood, at least. This makes a demand for young men as principals and as departmental instructors.

The growth of the industrial idea in education,

together with the growth of the playground movement, opens up lines of work that are particularly adapted to leadership by young men. One of the most important departments in our school is the physical training department, presided over by a young man well equipt for that line of work. The department includes the regular training classes, together with the playground games and the regular athletics.

There is a growing demand for young men in the educational field.

D. E. CAMERON,

Superintendent of Schools, Fort Morgan.

Permit me to say that the opportunities for the several positions you mention have increast annually, but only for those who secure all the preparation that our age of practical and cultural conditions demand.

As Heaven is said to be a prepared place for prepared people, so is the teaching profession for those qualified by natural endowments and proper training to enter its sacred gates.

CHAS. E. CARTER,

Superintendent of Schools, Greeley.

I find it rather difficult to state just what lines of work in education offer the best opportunity for young men. At the present time in Colorado, it does not seem difficult for a young man with proper training and experience to secure quite desirable positions either as principals of the elementary or high schools, or as superintendents in smaller school systems.

There are relatively very few manual training supervisorships open, but on the other hand the supply

of well equipt young men for positions of this sort is not large, and it does not in the main seem difficult for such individuals to secure fairly satisfactory positions.

The position of playground director in the larger cities is decidedly new, but from indications there will be an increasing demand for well equipt directors of this kind of work.

If a young man has scholarly tastes and is content to remain in a position paying only a moderate salary, I believe that a position as instructor in the larger high schools offers rather more inducements than any other line. I believe this, first, because the number of young men of this type seems to be decidedly limited.

Second, such positions when successfully filled offer very great security to those holding them. The administrator in all small school systems is in constant danger of undeserved dismissal on account of reflections of local sentiment. This seldom affects the high school teacher.

The salary paid for work of this sort is steadily increasing, and the opportunity for a pleasant, scholarly life should be most attractive to young men of a certain type.

C. E. CHADSEY,
Superintendent of Schools, Denver.

For the past twenty years the spirit of progress has been almost universal.

The science of Paidology has opened our eyes to the fact that teaching demands (1) persons possessing the attributes of leadership, (2) men and women

who have been trained by skillful specialists for the calling, (3) persons who love humanity and have consecrated their lives to its service.

It has also emphasized the fact that a boy or girl entering the adolescent period needs the influence of a normal, high minded man to serve as his or her ideal of what a man should be.

There is a growing tendency to establish a graduated scale of wages for teachers. This gives security to the faithful and insures the educator that his success will be rewarded by continued employment and increase of salary.

This scheme is in line with all modern industrial systems. No one is competent to direct others or the affairs of enterprises who has not served his apprenticeship and made himself familiar with the details of the enterprise. It is the survival of the fittest in its biggest sense.

I do not believe that any field offers greater inducements for red-blooded, skilled young men than that of the public schools.

The professions of law and medicine are much overcrowded. There are scores of trained electricians and engineers that would be glad to find steady employment in their line, with opportunities for reasonable promotions. I am sure there are just as many men that have succeeded in the profession of teaching as in any legitimate calling that can be named. Their wealth is great, not in "slippery dollars," but in what makes a man and a nation wealthy. I believe that amassing riches is the smallest part of a big man's life. Even in that respect the profession of

teaching is looking up in the matter of pay for faithful servis.

The call is for teachers in every department of public education. There is a demand today for competent principals and superintendents that cannot be met.

I wish more young men would appreciate these facts.

PHILIP M. CONDIT,
Superintendent of Schools, Delta

I feel that at no time have the opportunities for young men in teaching been greater than are now offered by such positions as grade and departmental teachers, principals and superintendents, as manual training and physical culture directors and supervisors, and all such positions of an educational nature. Under the present tendencies in educational thought positions of this kind offer boundless chances for self-development and individual growth and achievement. The personality is no longer bounded by the position but rather the position by the personality. Further, it is becoming more and more felt by people controlling these situations that adequate servis is entitled to adequate recompense. The realization of this idea will remove the financial barriers that have kept competent young men from entering these employments.

On the other hand, our schools need the vigorous, masculin influence that can be gained only by strong young men instilling their ideas and ideals into the system at these points.

SARA B. EASTERLY,
Superintendent of Schools, Gunnison County.

It has been my good fortune during the past twelve months to have had the opportunity of observing educational conditions in a number of eastern states. Each occasion brought the realization that within our own state are found better opportunities and conditions for young men, than may be found in any other state in the Union.

Colorado is rapidly undergoing a profound change economically, largely affecting educational conditions. The field that offers the young man the best opportunities is to my mind found in the lines of industrial training. Almost all departments of school work are full to overflowing with young women, fully trained and equipped for the ordinary classroom instruction. Necessarily competition is keen, and the law of supply and demand naturally tends to keep the wage down. Very different are conditions in the work of manual training especially. Every superintendent knows how difficult it is to secure good manual training instructors, for the reason that there are more positions open than competent men to fill them. Consequently, salaries are better and the outlook far brighter for advancement and legitimate compensation. Any young man with aspirations for the teaching profession can not make a mistake in choosing this line of work and our Normal Training School as the best place for securing the proper training.

GEO. L. HESS,

Superintendent of Schools, La Junta.

In recent years the wonderful industrial activities in our country have called young men away from

less lucrative callings and the teaching profession has been one of the chief sufferers. Industrial lines, as was to be expected, have become crowded, and today no field offers greater opportunities for young men of character and thorough preparation than does the profession of teaching. Young men are especially wanted as principals, manual training teachers and supervisors. These young men must be willing to begin at the bottom at a low salary and they must not expect to be promoted to a superintendency at the end of their first year's service. With the coming of more men into the profession filled with the spirit of loyalty and enthusiasm, salaries will advance and from the ranks of efficient principals will come the superintendents of the future.

Manual training supervisors are always in demand. We find it most difficult to secure well prepared men for the manual training work. Men succeed in this field far better than women. It is a man's work.

The playground movement must have men and women as teachers and supervisors. The demand for men in this field promises to be very urgent. In this work the salaries will be exceptionally good.

J. F. KEATING.

Superintendent of Schools, Dist. No. 20, Pueblo.

The poor salaries of the past have deterred men from entering the teaching profession, and a dearth of capable men teachers has resulted.

A national recognition of the necessity of more men in public school work has occurred at this time of

insufficient supply. Wages have risen proportionately until the properly prepared beginner in teaching can command a greater salary than his fellow in the other professions.

For the above reason I have been urging, for the past two years, young men of my acquaintance to seriously consider teaching as a life pursuit.

H. A. KEELEY,

Superintendent of Schools, Manitou.

In my opinion, teaching as a profession, offers better opportunities than ever before. Salaries are going up, a better class of men are going into the work, and educational work is rapidly rising to a higher plane. To a young man who is willing to devote sufficient time and energy to a thoro preparation, the work offers splendid opportunities, not financially, because teaching will never be a work in which financial returns commensurate with the requirements will be received, but it offers opportunities for a comfortable living and a life filled with greater, better, and more important activities than any other line of work. I believe the demand for men equipt for principals, supervisors, etc., will continue to increase, and good work will be more and more appreciated.

HARRY L. MCGINNIS,

Superintendent of Schools, Chaffee County.

Salaried positions seldom yield the brilliant financial returns offered by mercantile and professional pursuits. But these examples of eminent success are conspicuous because rare.

With the increasing demand for men for playground directors, manual training teachers; for a greater proportion of men for principals, high school and upper grade teachers; with the opportunities for personal growth, congenial companionship, social recognition and great service to one's fellow beings, at a period when efficient service yields such rich harvests, the work of teaching now offers opportunities well worth the consideration of thoughtful young men.

The public is acquiring a better appreciation of the worth of the teacher, manifest by better salaries, and more considerate treatment. This tide of opinion is only fairly under way. The prospects for young men in this line will be even greater ten or twenty years from now than at the present time.

M. F. MILLER,
Superintendent of Schools, Fort Collins.

Young men are in demand for Seventh and Eighth grades and for Ward Principalships. For the man who is well prepared for this class of work, promotion is rapid, salaries are good, and results are gratifying.

General supervision implies an intimate knowledge of grade as well as of high school work, and highest efficiency means actual experience all along the line.

J. R. MORGAN,
Superintendent of Schools, Trinidad.

I wish to say that there are, in my opinion, exceptional opportunities for young men of market ability and training for the teaching profession. The de-

mand for such men in Otero County has always exceeded the supply since my administration began. Especially are there good openings for capable principals, departmental teachers, manual training directors, teachers of agriculture, and superintendents.

S. S. PHILLIPS.

Superintendent of Schools, Otero County.

There should be men teaching in every grammar grade, but suitable persons are hard to secure. It is to be hoped that you can increase the supply of young men for these positions. It is important that they shall be co-operativ and patient. So few are willing to take the time to grow into principalships, superintendencies, and directorships that it is well nigh impossible to get young men to do grade work. If one will begin with grade work and stick to it patiently, genially, and with absolute faith in the future, he cannot fail to achieve ample success later in supervisory capacities. Superintendents and principals should always travel the road of actual experience as men do in other professions.

Yes, young men are wanted and there is commensurate reward for them in proportion as they do better work in the school room and help our boys more than can women teachers.

M. C. POTTER,

Dist. No. 1, Pueblo.

In my own county the need is for young men who are expecting to stay in the teaching profession, and who are not using it as a stepping stone. They can command good salaries in time if they will only start

with that idea—to make teaching a life work. We need teachers of that kind who understand something of agricultural pursuits and mechanical arts.

ROSEPHA C. PULFORD,
Superintendent of Schools, LaPlata County.

It seems to me that students and keen observers in every department of our democratic life and all those who are actively identified with any one of our consciously constructiv institutions must feel and recognize the fact that the American people are rapidly putting to experimental test the profest faiths and the cherisht sentiments of the latest and best civilization. The true citizen of today, in America, must be prophetically loyal to the immediate future—sharing intimately the persuasiv faith in human betterment and progressivly equipping himself to meet the larger demands of expanding and new profession and engagements. Rapidly and certainly the functions of educational institutions are becoming better defined and more urgent in the appreciation of society at large. There is a democratic demand for wider servis and for an intensity of servis. Any studious interpretation of existing social, political, industrial, and educational conditions enforces the inviting conclusion that the teaching profession will afford, with increasing financial remuneration, splendid opportunities for traind and efficient young men as principals, grade and departmental teachers, manual training and play ground supervisors, instructors in trade schools, and superintendents of vocational schools. Communities are becoming more and more apprecia-

tiv of educational values and discriminating in the matter of qualitativ services upon the part of teachers. School administrators are learning how to focus the progressiv sentiment of a community upon educational problems and they will soon voice a very vigorous and democratic demand for young men who can perform efficiently the newer educational tasks.

WILSON M. SHAFTER,
Superintendent of Schools, Cripple Creek.

Permit me to suggest the following as my opinion regarding the opportunities for young men as teachers:

1. There is a demand for young men who can control young people without friction, teach eighth grade subjects well, and wisely direct the activities on the playground.

2. For young men who can combine the teaching of manual training and one or more high school subjects.

3. For young men who are able to organize commercial departments in high schools in the small cities and assume full responsibility in the management of these departments.

4. For young men who are prepared to teach public speaking and debate in addition to other high school subjects.

5. For young men prepared to teach high school subjects and coach general athletics, including the three popular games—football, basketball and baseball.

DANIEL WARD,
Superintendent of Schools, Rocky Ford.

I certainly think there is a great need for larger numbers of young men teachers. I am much in favor of men, as principals of grade buildings. I believe less boys would drop out at the time they now do. I find efficient men teachers a great help, in my grade work, as well as teachers of science and athletic directors., in the high school.

GEO. M. WARNER,
Superintendent of Schools, Canon City (South Side).

WORDS OF COUNSEL FROM YOUNG MEN WHO
HAVE GRADUATED FROM THE STATE
NORMAL SCHOOL.

There is a growing demand for young men in the village and smaller city school as principals and superintendents. In this part of the state many of the rural schools are being taught by men. As the departmental feature is introduced into the graded school, young men who have had a thoro normal training will be in greater demand for the departments of mathematics, history, and civics. If men and women were paid the same salaries for the same work, hundreds of positions would soon open to young men in the upper grades. But so long as there is no fixed standard of wage, the young woman will be employed.

W. L. BAILEY,

Superintendent of Schools, Sterling.

We are experiencing a new birth in education. The traditions in teaching, both in regard to practice and the subject matter of the curriculum are being replaced by saner methods and more vital instruction. Old time practices have proved themselves inadequate to prepare young men and women to meet the industrial and social demands of the present time. The efficiency of public schools is being justly criticised, and patrons are insistent upon the demands that things more vital and more helpful to the pupils be taught.

In order to meet the new demands on the profession, teachers specially trained and qualified are in pressing demand. The demand is for young men of industrious habits and sterling integrity to occu-

py positions of responsibility in the public schools. Possessing initiative, broad ideals and capabilities for giving vocational instruction, a young man does not need to look beyond the profession of teaching to find a field wherein his ambition for achievement may be fully satisfied, and wherein his efforts will be substantially rewarded by an appreciative public.

W. W. BLACK,
Principal, Victor.

There are too few of our promising young men who are entering the teaching profession. Some are making the mistake of their lives. There is a genuine call for more competent young men. Schools are paying for them as never before in the history of our public schools. There are some lines of work where men are sorely needed even in the grades. The departmental plan in the higher grammar grades offers an opportunity to select men and pay for their services.

I sincerely hope that more earnest young men will thoroughly prepare for public school work. For the good of our citizenship we need more strong men teachers and I feel that he who truly responds to the call will find opportunity for advancement.

W. D. BLAINE,
Principal Fountain School, Pueblo.

The increasing demand for and the failure to obtain capable young men for principals of grammar grades, supervisors of manual training and directors of playgrounds is an indication of the excellent op-

portunities for the young man in these various departments of our schools.

Especially are they much needed in the playground movement, which has been taken up so recently as to be almost wholly unprovided for in the matter of instructors, yet is universally recognized as a very essential element in the production of the most useful national character which is the result of a sound mind in a sound body.

J. E. BURNS,

Superintendent of Schools, Berthoud.

The world is just beginning to realize that it is the function of schools to teach children and not subjects. This conception of educational function has revolutionized educational curricula, methods and ideals. Prime among these changes are the new standards of requirements for teachers. To teach children rather than subjects requires not only broad culture but thoro professional training. To compensate for higher requirements on the part of the teacher, the remuneration of teachers is moving in an upward scale. Today, the man principal, superintendent, or supervisor is enabled by his income to take his proper place in the civic and social life of the community. The opportunities of the school executive are many and rich. The field of education is virgin. The possibilities in trade schools, technical high schools, open air schools, schools for defectives, schools for gifted children, schools for retarded pupils, schools of parental character, are boundless. All such institutions are in formative states. True it is that in the schools we already have better administration, and in

these special schools the sociological problems of the future will be solvd. So to the young man desirous of living a life of efficiency and real social servis combined with great possibilities of individual development, no field is richer than the field of education. There is in process of formation a profession of school administration and direction. The young man who enters education in the next few years will join a profession that ranks with law, medicin, and engineering, and yet is more significant than these, having to do with the training of every power in every individual in the community.

H. V. CHURCHILL,
Principal University Park School, Denver.

At present, there are greater inducements for young men to enter the teaching profession than almost any other, for the demand for well traind male teachers, at excellent salaries, is far in excess of the supply. Law, medicin, dentistry, etc., are overcrowded. While there is a more general demand for male teachers for all school positions, practically all manual training supervisors and teachers are men, and there is a widely spread tendency to secure a much greater number of high school principals and instructors and graded school principals from the ranks of the professionally traind male teachers. Such positions command constantly increasing salaries, and the custom of making the tenure of office much more permanent is growing

E. F. EWING,
Superintendent of Schools, Colorado City.

The demand for young men as teachers is increasing for the following reasons:

Grammar school teaching is undergoing a change from the room-teacher plan to that of the departmental plan. It is now required beside having a general education that the teacher be prepared in some one special subject. There is a demand for men to take charge of these departments in grammar schools. I think men are specially fitted for the departments of mathematics and of history.

The physical welfare and the playground movements which are certain to bring permanent changes in our conception of school duties bring with them a demand for directors of playgrounds and teachers of games. There is now a demand for men for this work in conjunction with their teaching. This demand is certain to grow.

As to principalships (the practis is in city schools to promote from the ranks of the teachers) the selections are from among those who show a high order of teaching and executiv ability. The highly successful teacher has another opportunity of promotion, from the grammar school department to the high school.

In selecting teaching for the life work there is but one question for the young man—that of salary. However, when we come to consider the stediness of employment, teaching in general possesses an advantage over most other callings. A few years ago nearly all of our young men were preparing for engineering. Employing companies inform me that there are more than a dozen men for every position in this line of

work. If New York be taken as a standard, it appears that men, because they are men, are not to receive a higher salary as teachers than women. Yet there has been for the past several years a steady increase in teachers' salaries. Beside this, a great many cities have established retirement pay or pensions. Taken all in all the financial outlook in teaching is far from gloomy. From most points of view there is no reason why the work of teaching should not be sought with enthusiasm by young men.

C. A. HOLLINGSHEAD,
Principal Wyman Schools, Denver.

The opinion that the rapid development of American education depends largely upon the superintendents of smaller cities and towns, because of their wide distribution, and the influence that they have upon the work in contiguous districts, is becoming so general that individuals of purely academic training are no longer considered sufficiently qualified to hold these positions. The rapid growth of this idea is opening the widest field of today in educational work to young men who will specialize and prepare as carefully in education as doctors, lawyers, and engineers do in their respective spheres.

AXEL E. JOHNSON,
Superintendent of Schools, Windsor.

Of the fields of activity open to the young man, teaching is becoming more attractive each year. People are recognizing more and more the dignity of the profession. The movement to reorganize primary

and secondary education and the spread of information, giving to the patrons of our schools definite ideas of what good schools should accomplish, are creating a demand for the young man of ability and training. The man teacher is recognized as better for the physically active departments. Manual training and playground supervision have made but a beginning, and the young man who can supervise the physical training or direct the industrial work of a school has an unlimited field before him. We need more men in the work.

W. C. P. MEDDINS,

Principal of the High School, Telluride.

The outlook for trained men teachers, directors, and supervisors is better today than at any previous time in the history of education. As a graduate of the Colorado State Normal school, it is a real pleasure to commend the institution to anyone contemplating the teaching profession. Being a college graduate, I was naturally prejudiced against normal schools, but my work in finishing the courses of pedagogy and manual training in the Greeley school thoroughly dissipated my bias.

The beautiful location, the playgrounds and gardens, the library, the laboratories and training departments, together with a staff of able specialists and a Dr. Snyder at the helm, combine to make it one of the greatest institutions of its kind in the country. The student's attainments are limited only by his own incapacity or apathy. He who thirsts may quench it—tho Greeley is a dry town.

V. E. ROWTON,

Dept. Man'l Training, Colorado Springs.

Young men are in demand in the teaching profession, but the time is past when there is use or opportunity for the men who have failed in other fields of activity and have fallen back on the teaching profession as a last resort. The need now is for men who will definitely elect teaching as a life work, who will give themselves a broad training for the work, and who will bring to the profession the same energy, the same foresight, the same business sense they would expect to take to any other profession.

The profession pays well. Salaries are growing better for all classes of teachers, but big rewards are for men broadly trained to meet and solve the problems affecting the entire educational policy of the community where they may work. Low salaries at present common to many men in the teaching profession are due to the fact that these men are trained for departmental work in high schools only. This field is small, salaries low, and the supply exceeds the demand. There are very few pupils in our high schools.

The elementary school enrolls the majority of the pupils and this field is broad and practically untouched.

Men trained for superintendents, principals, and for the direction of departmental work in the elementary school may command good salaries from the first, and the opportunity for promotion is unlimited.

J. A. SEXSON,
Superintendent of Schools, Telluride.

The recognition of the wider duty and almost limitless field of educational activity is opening up

new possibilities and making new demands, the extent of which is only beginning to be realized.

To young men education offers a field that for variety and extent of opportunity is unexcelled, and already ability, preparation, and hard work are receiving prompt recognition thru promotion and appropriate salary.

The newer fields of playground supervisors, vocational advisors, and the various forms of industrial training should appeal to men especially, and it is here that opportunities and returns seem greatest at the present time.

GUY C. STOCKTON,

Superintendent of Schools, Eugene, Ore.

Of course there are untold opportunities for young men along all the lines you suggest. The boundless energy, the undimmed faith, the creative ability, and the Western push of Colorado young men render them indispensable to the virility of our schools.

On the playground as instigators of clean speech, fair play and healthy ideals, as manual training directors to teach the nobility and manliness of useful handiwork, but most of all as principals and superintendents, the school needs young men to solve the problems raised by the conflict of modern commercialism with educational traditions. A vast field for investigation is opened up, and the work of leadership devolves upon the young men. The rewards will be commensurate with the service. Already the public has begun to loosen up its purse strings, and no expendi-

ture will be too great for results shown to be beneficial to the child and to the community.

JOHN J. WARD,
Principal County High School, Castle Rock.

Never before has there been so great an opportunity for trained young men in the teaching profession. Superintendents and school boards the country over are seeking them—these trained young men who are capable of meeting and solving the new and complex problems arising each day. They are being sought for as principals of grade schools, as departmental teachers, as supervisors, as grade teachers, and as high school instructors. Salaries are being raised and the work lessened in order to encourage young men to take up this work.

D. E. WIEDMANN,
Superintendent of High Schools, Montrose County.

SUGGESTIONS FROM A FEW OF THE YOUNG MEN IN THE COLORADO STATE NORMAL SCHOOL.

It is with great pleasure that I refer to teaching as a profession, for some fifteen or twenty years ago the occupation of teaching was scarcely considered dignified enough to be called a profession.

Education is becoming more highly organized, and educators are working with more uniformity of purpose, and toward a common goal. Men must broaden their lives correspondingly. They must be able to meet situations that come up, in carrying out this great scheme of education. They must mingle with the world in order to teach the child what the world demands that the child should know.

The man who sees this larger conception of education and puts forth all his energies to carry it forward is the one that succeeds; and we are proud of the fact that in teaching, as in other professions, the weaklings must step out, while the man who does things goes on.

H. M. BROADBENT.

In whatever perspective it might be viewed, from whatever standpoint it might be entered upon, to those desirous of a vocation and capable of handling one when obtained, the profession of teaching would seem at this time to contain a larger proportion of advantages to a smaller number of disadvantages than any safe and regular calling open to men.

Does a man desire money, there is enough of it to live on as comfortably as one ought to live when so many have none at all; does he look for social po-

sition, there is as much of it open to his enjoyment as any man ought to have time to use; does he demand leisure, there is more of it than he can obtain in any other profession save that of doing nothing at all, and as much of it as can be generally utilized by the average man.

But does he, more than these, wish to be absolved from the degenerativ influences of a lifetime spent in business, useless and harmful in their nature and effects, and does he desire a lifework in which he may know that every hour is expended in directly necessary and valuable service to mankind, he achieves such as a professional teacher of the young. He has an avenue for the transmission to posterity of all that is best in him, and every possible incentive to the inhibition of all that is worst, thus embarking himself upon a career which of all others is calculated to induce in his own development and in his effect upon the world around him the greatest ultimate good of which his natural gifts are capable.

SYDNEW NEWNES HILLYARD.

I am persuaded that the opportunities for men in the teaching profession are rapidly increasing. I understand that there are far more calls for equipt men than can be responded to. From excellent opportunities to know I can say that the Colorado State Normal School at Greeley is second to none, at least in all our great Western country, in every characteristic which makes for efficiency in training both men and women for the vocation of teacher.

M. R. KERR.

The aim of education should be to teach us how to think as well as what to think, and to improve our minds so as to enable us to think for ourselves.

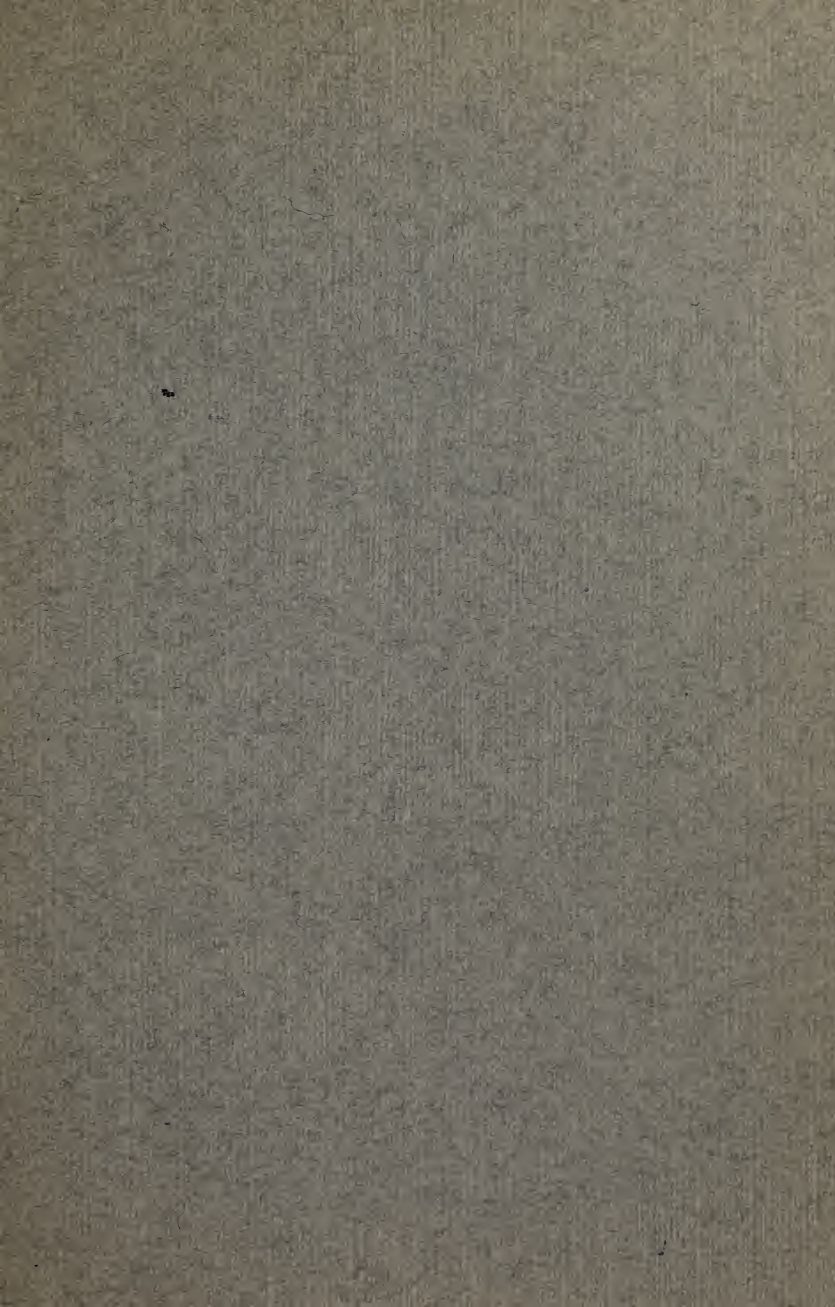
I know of no institution which affords young men better opportunities for such a development and and the teaching profession than the Colorado State more efficient training in the manual arts, fine arts, Normal School.

W. EARL RICHEY.

I have been in the Colorado State Normal School for four years and know some of the opportunities a young man has. In the first place, he has an opportunity to specialize for the position of Superintendent or Principal, receiving the degree of A. B. in Education. Places in this work for the specialized person are always open. In the second place, he may specialize in various branches, such as Manual Training, Art, Music, Science, Mathematics, History and Sociology, and many others. In the third place, he is coming to a school where athletic competition is not as severe as in a university or other colleges. Every young man has an opportunity to enter football, basket ball, and base ball. In the fourth place, a Normal trained teacher has more than an even chance with one that is not. In the fifth place, the Normal makes every effort to place its graduates. Much praise is due the Normal for what it has done and for that which it will undoubtedly continue to do.

GEORGE P. YOUNG.

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